



## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

10129 E. Speedway Blvd., Tucson, AZ 85748

Talented and Gifted Charter School, LLC.

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

### AZ LEARNS<sup>1</sup>

#### Elementary Achievement Profile (a)

2005-06 Performing Plus  
2004-05 Performing  
2003-04 Performing

(a) For additional information, please refer to Achievement Profiles Page near end of document.

### School Overview

Principal/Administrator : Mr. Ron Hom  
Schedule : 07:00 AM to 04:00 PM  
Grades : K-8  
Web Address :  
Phone Number : (520) 296-0006  
Fax Number : (520) 296-0046  
E-mail : moviemaverick@comcast.net

### Mission

We will show that children from any social-economic background can perform equally or better than children with exposure to an abundance of educational resources. All children have the ability to learn and achieve levels of exceptional competency. Education has turned the corner and is racing towards technology for both content and relevancy. To keep pace with the competitive world, students need lessons embedded with Internet Projects and other research-based teaching strategies.

### No Child Left Behind

#### Adequate Yearly Progress (b)

2005-06 Met  
2004-05 Met  
2003-04 Met

#### School Improvement Status (b)

2005-06 N/A  
2004-05 N/A  
2003-04 N/A

(b) For additional information, please refer to the AYP page in this report card.

### School / Academic Goals

- ü Arizona Academic Standards: Curriculum objectives are congruent with the Arizona Academic Standards and exceeds essential skills expectations for each grade level. Students are encouraged to accelerate beyond normal grade-level expectations.
- ü Effective Pedagogy: Curric. organization and presentation influences retention, comprehension, recall, generalization and common sense application. TAG utilizes Global/Need-to-Know Discussions, Choral Exercises, Mastery assessments, GATING.
- ü Internet Workshops/Projects/ Inquiry, WebQuest, Integrating Learning Styles with Multiple Intelligence, 16 Habits of mind, and Exploratory time.
- ü Positive discipline in the classrooms which has a direct link to academic achievement.

### Enrollment

October 1, 2005 School Year Student Enrollment : 354  
Accepting New Students in 2005-06 Under Open Enrollment Law : <sup>2</sup> Yes  
Number of Students Attending Under Open Enrollment in 2005-06 : 327

## Instructional Programs

- ü Oral Activities-Attention-Comprehension
- ü Socio-political Classroom Dynamics
- ü Global Discussions are Teacher-guided
- ü Need-to-Know Discussion-Student-directed
- ü Internet Workshop/Projects/Inquiry
- ü WebQuest
- ü Integrating Learning Styles/M. I. Theory
- ü Discipline in the classrooms/playground

## Calendar Information

Number of Instruction Days :	144
Average Daily Instruction Time :	6 hours 40 minutes
First Day of School :	8/9/2005
Last Day of School :	5/25/2006

## Shared Responsibilities

## School

Inform parents and students about school/classroom homework procedures and purposes for assignments. Give assignments that are within the student's ability and at the same time offer a challenge. A positive discipline program with clear objectives. To keep pace with technology to provide the latest teaching and learning strategies for their children so that all students will have real-life advantageous in the workplace.

## Parents

Provide an environment conducive to learning. Schedule a regular time for completing homework assignments. Always reinforce your child's efforts in a positive way. Assist your child with assignments. Read regularly with your child.

## Transportation Policy

Will provide means of transportation for hardship cases such as homeless classification.

## School Honors

## Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
ü DoDDS Exceptional Performance Award	1999
ü Student Library Award - Reading 50 Hours	2000
ü St. Jude's Hospital Altruistic Award	2002
ü St. Jude's Hospital Altruistic Award	2003

## 3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	39	39	80010	100	100	99	444	444	447	13	13	10	18	18	18	56	56	53	13	13	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	17	17	38935	100	100	99	457	457	447	6	6	9	18	18	19	59	59	55	18	18	17
Male	22	22	40974	100	100	98	434	434	448	18	18	11	18	18	18	55	55	52	9	9	19
African American	NC	NC	4201	NC	NC	99	NC	NC	430	NC	NC	17	NC	NC	23	NC	NC	51	NC	NC	9
Hispanic	NC	NC	34545	NC	NC	99	NC	NC	432	NC	NC	14	NC	NC	24	NC	NC	53	NC	NC	9
Asian/Pacific Islander	NC	NC	2068	NC	NC	99	NC	NC	474	NC	NC	4	NC	NC	10	NC	NC	50	NC	NC	36
American Indian/Alaskan Native	NC	NC	3979	NC	NC	96	NC	NC	424	NC	NC	17	NC	NC	30	NC	NC	47	NC	NC	6
White	24	24	35142	100	100	99	442	442	465	17	17	5	17	17	11	54	54	56	13	13	28
Students with Disabilities	NC	NC	10161	NC	NC	93	NC	NC	419	NC	NC	28	NC	NC	28	NC	NC	36	NC	NC	8
Students without Disabilities	35	35	69849	100	100	100	449	449	451	11	11	7	11	11	17	63	63	56	14	14	19
Limited English Proficient Students	--	--	14013	--	--	97	--	--	413	--	--	24	--	--	34	--	--	39	--	--	3
Migrant Students	--	--	603	--	--	96	--	--	417	--	--	22	--	--	32	--	--	42	--	--	4
Economically Disadvantaged	NC	NC	39029	NC	NC	98	NC	NC	432	NC	NC	14	NC	NC	25	NC	NC	52	NC	NC	9
Non-Economically Disadvantaged	34	34	40981	100	100	100	451	451	462	6	6	6	18	18	13	62	62	54	15	15	27

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	39	39	79438	100	100	98	456	456	451	3	3	9	26	26	24	69	69	56	3	3	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	17	17	38775	100	100	99	469	469	457	NA	NA	7	24	24	22	71	71	58	6	6	13
Male	22	22	40560	100	100	97	446	446	446	5	5	12	27	27	25	68	68	54	NA	NA	9
African American	NC	NC	4178	NC	NC	98	NC	NC	439	NC	NC	13	NC	NC	29	NC	NC	52	NC	NC	6
Hispanic	NC	NC	34297	NC	NC	98	NC	NC	434	NC	NC	14	NC	NC	31	NC	NC	50	NC	NC	5
Asian/Pacific Islander	NC	NC	2063	NC	NC	99	NC	NC	475	NC	NC	3	NC	NC	15	NC	NC	63	NC	NC	20
American Indian/Alaskan Native	NC	NC	3940	NC	NC	95	NC	NC	429	NC	NC	14	NC	NC	36	NC	NC	47	NC	NC	3
White	24	24	34887	100	100	98	452	452	471	4	4	4	33	33	15	63	63	63	NA	NA	18
Students with Disabilities	NC	NC	9588	NC	NC	88	NC	NC	416	NC	NC	30	NC	NC	32	NC	NC	34	NC	NC	5
Students without Disabilities	35	35	69850	100	100	100	461	461	456	3	3	7	17	17	23	77	77	59	3	3	12
Limited English Proficient Students	--	--	13856	--	--	96	--	--	407	--	--	27	--	--	43	--	--	29	--	--	1
Migrant Students	--	--	600	--	--	96	--	--	418	--	--	22	--	--	38	--	--	39	--	--	2
Economically Disadvantaged	NC	NC	38685	NC	NC	97	NC	NC	435	NC	NC	14	NC	NC	32	NC	NC	50	NC	NC	5
Non-Economically Disadvantaged	34	34	40753	100	100	99	463	463	467	NA	NA	5	21	21	16	76	76	62	3	3	17

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	39	39	79971	100	100	99	428	428	423	10	10	8	33	33	41	51	51	49	5	5	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	17	17	38974	100	100	99	458	458	437	NA	NA	5	24	24	33	71	71	57	6	6	4
Male	22	22	40895	100	100	98	405	405	410	18	18	10	41	41	47	36	36	41	5	5	2
African American	NC	NC	4203	NC	NC	99	NC	NC	411	NC	NC	11	NC	NC	45	NC	NC	43	NC	NC	2
Hispanic	NC	NC	34481	NC	NC	99	NC	NC	410	NC	NC	10	NC	NC	46	NC	NC	43	NC	NC	1
Asian/Pacific Islander	NC	NC	2067	NC	NC	99	NC	NC	449	NC	NC	4	NC	NC	28	NC	NC	60	NC	NC	8
American Indian/Alaskan Native	NC	NC	3995	NC	NC	96	NC	NC	409	NC	NC	10	NC	NC	47	NC	NC	42	NC	NC	1
White	24	24	35150	100	100	99	433	433	437	8	8	5	29	29	35	58	58	56	4	4	5
Students with Disabilities	NC	NC	10258	NC	NC	94	NC	NC	377	NC	NC	23	NC	NC	51	NC	NC	25	NC	NC	1
Students without Disabilities	35	35	69713	100	100	100	436	436	429	6	6	5	37	37	39	51	51	52	6	6	3
Limited English Proficient Students	--	--	13985	--	--	97	--	--	382	--	--	18	--	--	54	--	--	27	--	--	0
Migrant Students	--	--	608	--	--	97	--	--	389	--	--	16	--	--	50	--	--	33	--	--	0
Economically Disadvantaged	NC	NC	38994	NC	NC	98	NC	NC	409	NC	NC	10	NC	NC	47	NC	NC	41	NC	NC	1
Non-Economically Disadvantaged	34	34	40977	100	100	100	432	432	437	9	9	5	26	26	34	59	59	56	6	6	5

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

## 4th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	34	34	80147	100	100	99	497	497	482	3	3	11	15	15	17	50	50	49	32	32	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	22	22	39281	100	100	99	497	497	483	5	5	9	18	18	17	36	36	50	41	41	24
Male	12	12	40780	100	100	98	497	497	482	NA	NA	12	8	8	17	75	75	48	17	17	24
African American	NC	NC	4249	NC	NC	99	NC	NC	464	NC	NC	17	NC	NC	22	NC	NC	48	NC	NC	13
Hispanic	NC	NC	33494	NC	NC	99	NC	NC	466	NC	NC	15	NC	NC	23	NC	NC	49	NC	NC	14
Asian/Pacific Islander	NC	NC	2103	NC	NC	99	NC	NC	515	NC	NC	4	NC	NC	8	NC	NC	44	NC	NC	45
American Indian/Alaskan Native	NC	NC	4117	NC	NC	96	NC	NC	456	NC	NC	19	NC	NC	27	NC	NC	46	NC	NC	8
White	27	27	36122	100	100	99	508	508	501	NA	NA	5	11	11	10	48	48	50	41	41	35
Students with Disabilities	--	--	10295	--	--	92	--	--	443	--	--	33	--	--	26	--	--	33	--	--	8
Students without Disabilities	34	34	69852	100	100	100	497	497	488	3	3	7	15	15	16	50	50	51	32	32	26
Limited English Proficient Students	--	--	12722	--	--	97	--	--	441	--	--	27	--	--	33	--	--	37	--	--	3
Migrant Students	--	--	622	--	--	97	--	--	454	--	--	19	--	--	30	--	--	43	--	--	8
Economically Disadvantaged	NC	NC	38371	NC	NC	97	NC	NC	465	NC	NC	15	NC	NC	23	NC	NC	49	NC	NC	13
Non-Economically Disadvantaged	32	32	41776	100	100	100	497	497	498	3	3	6	16	16	11	47	47	49	34	34	33

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	34	34	79686	100	100	98	491	491	470	NA	NA	11	12	12	24	74	74	57	15	15	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	22	22	39163	100	100	99	491	491	475	NA	NA	9	14	14	22	68	68	60	18	18	10
Male	12	12	40438	100	100	97	490	490	465	NA	NA	13	8	8	25	83	83	54	8	8	7
African American	NC	NC	4228	NC	NC	98	NC	NC	458	NC	NC	15	NC	NC	28	NC	NC	53	NC	NC	4
Hispanic	NC	NC	33299	NC	NC	98	NC	NC	452	NC	NC	17	NC	NC	32	NC	NC	47	NC	NC	3
Asian/Pacific Islander	NC	NC	2097	NC	NC	99	NC	NC	490	NC	NC	5	NC	NC	13	NC	NC	68	NC	NC	14
American Indian/Alaskan Native	NC	NC	4087	NC	NC	96	NC	NC	446	NC	NC	16	NC	NC	38	NC	NC	44	NC	NC	2
White	27	27	35914	100	100	98	497	497	489	NA	NA	5	4	4	15	78	78	67	19	19	14
Students with Disabilities	--	--	9808	--	--	87	--	--	432	--	--	35	--	--	32	--	--	30	--	--	3
Students without Disabilities	34	34	69878	100	100	100	491	491	475	NA	NA	8	12	12	23	74	74	61	15	15	9
Limited English Proficient Students	--	--	12594	--	--	96	--	--	422	--	--	34	--	--	45	--	--	21	--	--	0
Migrant Students	--	--	611	--	--	95	--	--	439	--	--	22	--	--	39	--	--	37	--	--	2
Economically Disadvantaged	NC	NC	38095	NC	NC	97	NC	NC	452	NC	NC	17	NC	NC	32	NC	NC	48	NC	NC	3
Non-Economically Disadvantaged	32	32	41591	100	100	99	491	491	486	NA	NA	6	13	13	16	72	72	65	16	16	13

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	33	33	80372	97	97	99	472	472	475	3	3	4	24	24	30	73	73	64	NA	NA	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	22	22	39452	100	100	99	471	471	488	5	5	3	23	23	22	73	73	72	NA	NA	3
Male	11	11	40836	92	92	98	473	473	464	NA	NA	6	27	27	37	73	73	56	NA	NA	1
African American	NC	NC	4264	NC	NC	99	NC	NC	465	NC	NC	5	NC	NC	35	NC	NC	59	NC	NC	1
Hispanic	NC	NC	33608	NC	NC	99	NC	NC	462	NC	NC	6	NC	NC	36	NC	NC	57	NC	NC	1
Asian/Pacific Islander	NC	NC	2098	NC	NC	99	NC	NC	500	NC	NC	2	NC	NC	16	NC	NC	75	NC	NC	7
American Indian/Alaskan Native	NC	NC	4128	NC	NC	97	NC	NC	464	NC	NC	4	NC	NC	39	NC	NC	56	NC	NC	1
White	26	26	36213	96	96	99	471	471	489	4	4	2	19	19	22	77	77	72	NA	NA	3
Students with Disabilities	--	--	10526	--	--	94	--	--	427	--	--	15	--	--	53	--	--	31	--	--	1
Students without Disabilities	33	33	69846	97	97	100	472	472	482	3	3	3	24	24	26	73	73	69	NA	NA	2
Limited English Proficient Students	--	--	12747	--	--	97	--	--	432	--	--	12	--	--	52	--	--	36	--	--	0
Migrant Students	--	--	621	--	--	97	--	--	452	--	--	9	--	--	40	--	--	51	--	--	0
Economically Disadvantaged	NC	NC	38521	NC	NC	98	NC	NC	461	NC	NC	6	NC	NC	38	NC	NC	55	NC	NC	1
Non-Economically Disadvantaged	31	31	41851	97	97	100	472	472	489	3	3	3	26	26	22	71	71	72	NA	NA	4

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

## 5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	33	33	79306	94	94	99	507	507	504	6	6	13	18	18	20	64	64	49	12	12	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	18	18	38845	95	95	99	505	505	505	11	11	11	22	22	20	56	56	50	11	11	18
Male	15	15	40383	94	94	98	509	509	504	NA	NA	14	13	13	19	73	73	47	13	13	19
African American	NC	NC	4171	NC	NC	98	NC	NC	485	NC	NC	20	NC	NC	26	NC	NC	44	NC	NC	10
Hispanic	NC	NC	32673	NC	NC	99	NC	NC	487	NC	NC	18	NC	NC	25	NC	NC	46	NC	NC	10
Asian/Pacific Islander	NC	NC	2147	NC	NC	99	NC	NC	539	NC	NC	5	NC	NC	10	NC	NC	46	NC	NC	40
American Indian/Alaskan Native	--	--	4034	--	--	97	--	--	479	--	--	22	--	--	29	--	--	43	--	--	7
White	24	24	36234	92	92	99	508	508	523	4	4	6	21	21	13	63	63	52	13	13	28
Students with Disabilities	NC	NC	10286	NC	NC	91	NC	NC	462	NC	NC	41	NC	NC	27	NC	NC	27	NC	NC	5
Students without Disabilities	27	27	69020	93	93	100	514	514	510	4	4	9	15	15	18	67	67	52	15	15	21
Limited English Proficient Students	--	--	10291	--	--	96	--	--	458	--	--	38	--	--	34	--	--	26	--	--	2
Migrant Students	--	--	630	--	--	95	--	--	478	--	--	24	--	--	27	--	--	43	--	--	6
Economically Disadvantaged	NC	NC	37437	NC	NC	97	NC	NC	486	NC	NC	19	NC	NC	26	NC	NC	46	NC	NC	9
Non-Economically Disadvantaged	30	30	41869	97	97	100	510	510	521	3	3	7	20	20	14	63	63	51	13	13	27

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	33	33	79000	94	94	98	494	494	489	3	3	10	24	24	24	64	64	58	9	9	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	18	18	38774	95	95	99	491	491	494	6	6	7	28	28	22	56	56	61	11	11	10
Male	15	15	40150	94	94	98	498	498	485	NA	NA	12	20	20	25	73	73	55	7	7	8
African American	NC	NC	4153	NC	NC	98	NC	NC	476	NC	NC	13	NC	NC	30	NC	NC	53	NC	NC	4
Hispanic	NC	NC	32508	NC	NC	98	NC	NC	472	NC	NC	15	NC	NC	33	NC	NC	49	NC	NC	3
Asian/Pacific Islander	NC	NC	2142	NC	NC	99	NC	NC	510	NC	NC	4	NC	NC	14	NC	NC	67	NC	NC	16
American Indian/Alaskan Native	--	--	4016	--	--	96	--	--	467	--	--	14	--	--	37	--	--	46	--	--	2
White	24	24	36135	92	92	98	494	494	508	4	4	4	21	21	14	67	67	67	8	8	15
Students with Disabilities	NC	NC	9991	NC	NC	88	NC	NC	449	NC	NC	33	NC	NC	36	NC	NC	29	NC	NC	2
Students without Disabilities	27	27	69009	93	93	100	498	498	495	4	4	6	22	22	22	67	67	62	7	7	10
Limited English Proficient Students	--	--	10199	--	--	95	--	--	439	--	--	35	--	--	47	--	--	18	--	--	0
Migrant Students	--	--	629	--	--	95	--	--	457	--	--	22	--	--	41	--	--	37	--	--	1
Economically Disadvantaged	NC	NC	37234	NC	NC	97	NC	NC	472	NC	NC	15	NC	NC	33	NC	NC	50	NC	NC	3
Non-Economically Disadvantaged	30	30	41766	97	97	99	495	495	505	3	3	5	23	23	16	63	63	65	10	10	14

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	36	36	79611	100	100	99	501	501	496	3	3	7	39	39	37	58	58	56	NA	NA	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	19	19	39016	100	100	99	508	508	511	NA	NA	4	42	42	29	58	58	66	NA	NA	1
Male	17	17	40519	100	100	98	494	494	482	6	6	10	35	35	44	59	59	46	NA	NA	0
African American	NC	NC	4188	NC	NC	98	NC	NC	486	NC	NC	9	NC	NC	40	NC	NC	50	NC	NC	0
Hispanic	NC	NC	32855	NC	NC	99	NC	NC	481	NC	NC	10	NC	NC	43	NC	NC	47	NC	NC	0
Asian/Pacific Islander	NC	NC	2149	NC	NC	100	NC	NC	519	NC	NC	4	NC	NC	24	NC	NC	70	NC	NC	2
American Indian/Alaskan Native	--	--	3992	--	--	96	--	--	478	--	--	10	--	--	46	--	--	44	--	--	0
White	27	27	36380	100	100	99	494	494	511	4	4	4	44	44	30	52	52	65	NA	NA	1
Students with Disabilities	NC	NC	10664	NC	NC	94	NC	NC	440	NC	NC	23	NC	NC	54	NC	NC	22	NC	NC	1
Students without Disabilities	30	30	68947	100	100	100	508	508	504	3	3	4	30	30	34	67	67	61	NA	NA	1
Limited English Proficient Students	--	--	10362	--	--	97	--	--	438	--	--	22	--	--	57	--	--	21	--	--	NA
Migrant Students	--	--	636	--	--	96	--	--	467	--	--	14	--	--	47	--	--	38	--	--	0
Economically Disadvantaged	NC	NC	37626	NC	NC	98	NC	NC	479	NC	NC	10	NC	NC	45	NC	NC	45	NC	NC	0
Non-Economically Disadvantaged	32	32	41985	100	100	100	503	503	511	3	3	4	38	38	30	59	59	65	NA	NA	1

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

## 6th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	26	26	79327	100	100	98	529	529	518	12	12	19	27	27	20	35	35	46	27	27	16
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	15	15	38961	100	100	98	539	539	520	7	7	16	20	20	20	40	40	48	33	33	16
Male	11	11	40295	100	100	97	515	515	516	18	18	21	36	36	19	27	27	44	18	18	16
African American	NC	NC	4247	NC	NC	98	NC	NC	499	NC	NC	27	NC	NC	24	NC	NC	41	NC	NC	8
Hispanic	NC	NC	32327	NC	NC	98	NC	NC	499	NC	NC	27	NC	NC	25	NC	NC	41	NC	NC	8
Asian/Pacific Islander	NC	NC	1939	NC	NC	99	NC	NC	556	NC	NC	6	NC	NC	10	NC	NC	47	NC	NC	36
American Indian/Alaskan Native	NC	NC	4391	NC	NC	96	NC	NC	489	NC	NC	32	NC	NC	27	NC	NC	36	NC	NC	4
White	15	15	36373	94	94	98	539	539	538	13	13	10	20	20	14	27	27	52	40	40	25
Students with Disabilities	NC	NC	9321	NC	NC	87	NC	NC	467	NC	NC	54	NC	NC	22	NC	NC	21	NC	NC	3
Students without Disabilities	25	25	70006	100	100	100	532	532	524	8	8	14	28	28	19	36	36	49	28	28	18
Limited English Proficient Students	--	--	9431	--	--	95	--	--	466	--	--	53	--	--	27	--	--	18	--	--	1
Migrant Students	--	--	635	--	--	94	--	--	488	--	--	31	--	--	29	--	--	36	--	--	4
Economically Disadvantaged	NC	NC	37097	NC	NC	97	NC	NC	498	NC	NC	27	NC	NC	25	NC	NC	41	NC	NC	7
Non-Economically Disadvantaged	21	21	42230	100	100	99	530	530	535	14	14	11	24	24	15	33	33	50	29	29	24

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	26	26	79501	100	100	98	502	502	497	NA	NA	10	27	27	25	73	73	60	NA	NA	4
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	15	15	39062	100	100	99	507	507	502	NA	NA	8	20	20	23	80	80	64	NA	NA	5
Male	11	11	40368	100	100	98	495	495	491	NA	NA	13	36	36	27	64	64	57	NA	NA	3
African American	NC	NC	4279	NC	NC	99	NC	NC	485	NC	NC	14	NC	NC	30	NC	NC	54	NC	NC	2
Hispanic	NC	NC	32389	NC	NC	98	NC	NC	478	NC	NC	16	NC	NC	34	NC	NC	48	NC	NC	1
Asian/Pacific Islander	NC	NC	1936	NC	NC	99	NC	NC	519	NC	NC	3	NC	NC	14	NC	NC	73	NC	NC	9
American Indian/Alaskan Native	NC	NC	4401	NC	NC	96	NC	NC	473	NC	NC	17	NC	NC	40	NC	NC	43	NC	NC	1
White	15	15	36446	94	94	99	511	511	516	NA	NA	4	20	20	15	80	80	73	NA	NA	7
Students with Disabilities	NC	NC	9411	NC	NC	88	NC	NC	453	NC	NC	36	NC	NC	36	NC	NC	26	NC	NC	1
Students without Disabilities	25	25	70090	100	100	100	503	503	502	NA	NA	7	24	24	24	76	76	65	NA	NA	5
Limited English Proficient Students	--	--	9401	--	--	94	--	--	443	--	--	40	--	--	46	--	--	14	--	--	0
Migrant Students	--	--	642	--	--	95	--	--	465	--	--	24	--	--	41	--	--	35	--	--	0
Economically Disadvantaged	NC	NC	37183	NC	NC	97	NC	NC	479	NC	NC	16	NC	NC	34	NC	NC	49	NC	NC	1
Non-Economically Disadvantaged	21	21	42318	100	100	99	502	502	513	NA	NA	5	29	29	17	71	71	70	NA	NA	7

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	26	26	80000	100	100	99	553	553	564	8	8	3	4	4	11	85	85	75	4	4	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	15	15	39288	100	100	99	575	575	579	7	7	2	NA	NA	6	87	87	77	7	7	16
Male	11	11	40644	100	100	98	522	522	549	9	9	4	9	9	15	82	82	74	NA	NA	7
African American	NC	NC	4307	NC	NC	99	NC	NC	551	NC	NC	4	NC	NC	13	NC	NC	75	NC	NC	7
Hispanic	NC	NC	32672	NC	NC	99	NC	NC	548	NC	NC	4	NC	NC	14	NC	NC	76	NC	NC	6
Asian/Pacific Islander	NC	NC	1945	NC	NC	99	NC	NC	592	NC	NC	1	NC	NC	4	NC	NC	69	NC	NC	25
American Indian/Alaskan Native	NC	NC	4424	NC	NC	97	NC	NC	549	NC	NC	3	NC	NC	14	NC	NC	77	NC	NC	5
White	15	15	36602	94	94	99	567	567	579	7	7	2	NA	NA	7	87	87	75	7	7	16
Students with Disabilities	NC	NC	9919	NC	NC	93	NC	NC	505	NC	NC	9	NC	NC	35	NC	NC	54	NC	NC	2
Students without Disabilities	25	25	70081	100	100	100	553	553	571	8	8	2	4	4	7	84	84	79	4	4	12
Limited English Proficient Students	--	--	9571	--	--	96	--	--	502	--	--	10	--	--	29	--	--	60	--	--	1
Migrant Students	--	--	654	--	--	97	--	--	534	--	--	7	--	--	16	--	--	74	--	--	3
Economically Disadvantaged	NC	NC	37534	NC	NC	98	NC	NC	547	NC	NC	4	NC	NC	15	NC	NC	76	NC	NC	5
Non-Economically Disadvantaged	21	21	42466	100	100	100	552	552	578	5	5	2	5	5	7	90	90	75	NA	NA	16

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

## 7th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	23	23	78546	100	100	97	522	522	543	35	35	15	9	9	18	43	43	52	13	13	15
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	NC	NC	38645	NC	NC	98	NC	NC	545	NC	NC	13	NC	NC	18	NC	NC	54	NC	NC	15
Male	16	16	39792	100	100	97	517	517	542	38	38	17	13	13	17	38	38	50	13	13	15
African American	--	--	4205	--	--	97	--	--	524	--	--	22	--	--	22	--	--	49	--	--	7
Hispanic	NC	NC	31177	NC	NC	97	NC	NC	524	NC	NC	22	NC	NC	23	NC	NC	48	NC	NC	7
Asian/Pacific Islander	NC	NC	1940	NC	NC	99	NC	NC	580	NC	NC	5	NC	NC	9	NC	NC	53	NC	NC	33
American Indian/Alaskan Native	NC	NC	4689	NC	NC	95	NC	NC	515	NC	NC	28	NC	NC	25	NC	NC	43	NC	NC	4
White	17	17	36450	94	94	97	524	524	563	35	35	7	NA	NA	12	53	53	57	12	12	23
Students with Disabilities	NC	NC	8093	NC	NC	82	NC	NC	489	NC	NC	50	NC	NC	24	NC	NC	23	NC	NC	2
Students without Disabilities	15	15	70453	100	100	100	531	531	549	27	27	11	7	7	17	53	53	56	13	13	16
Limited English Proficient Students	--	--	9323	--	--	94	--	--	491	--	--	47	--	--	28	--	--	24	--	--	1
Migrant Students	--	--	674	--	--	95	--	--	515	--	--	28	--	--	27	--	--	40	--	--	5
Economically Disadvantaged	NC	NC	34694	NC	NC	96	NC	NC	524	NC	NC	23	NC	NC	23	NC	NC	48	NC	NC	7
Non-Economically Disadvantaged	20	20	43852	100	100	99	525	525	559	35	35	10	5	5	13	45	45	56	15	15	22

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	23	23	79045	100	100	98	484	484	512	26	26	10	26	26	25	48	48	58	NA	NA	7
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	NC	NC	38860	NC	NC	98	NC	NC	519	NC	NC	7	NC	NC	22	NC	NC	62	NC	NC	8
Male	16	16	40075	100	100	97	476	476	505	31	31	12	25	25	28	44	44	54	NA	NA	6
African American	--	--	4250	--	--	98	--	--	500	--	--	12	--	--	31	--	--	54	--	--	3
Hispanic	NC	NC	31314	NC	NC	98	NC	NC	493	NC	NC	16	NC	NC	34	NC	NC	48	NC	NC	2
Asian/Pacific Islander	NC	NC	1949	NC	NC	99	NC	NC	536	NC	NC	4	NC	NC	15	NC	NC	66	NC	NC	15
American Indian/Alaskan Native	NC	NC	4719	NC	NC	96	NC	NC	489	NC	NC	15	NC	NC	39	NC	NC	45	NC	NC	2
White	17	17	36730	94	94	98	490	490	532	18	18	4	29	29	16	53	53	68	NA	NA	12
Students with Disabilities	NC	NC	8552	NC	NC	87	NC	NC	463	NC	NC	35	NC	NC	40	NC	NC	23	NC	NC	1
Students without Disabilities	15	15	70493	100	100	100	497	497	517	27	27	7	13	13	24	60	60	62	NA	NA	8
Limited English Proficient Students	--	--	9355	--	--	95	--	--	456	--	--	37	--	--	48	--	--	15	--	--	0
Migrant Students	--	--	682	--	--	96	--	--	480	--	--	23	--	--	37	--	--	39	--	--	1
Economically Disadvantaged	NC	NC	34922	NC	NC	96	NC	NC	493	NC	NC	15	NC	NC	34	NC	NC	48	NC	NC	3
Non-Economically Disadvantaged	20	20	44123	100	100	99	489	489	527	20	20	6	30	30	18	50	50	66	NA	NA	11

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	23	23	79657	100	100	99	528	528	566	NA	NA	3	30	30	8	70	70	87	NA	NA	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	NC	NC	39120	NC	NC	99	NC	NC	580	NC	NC	2	NC	NC	4	NC	NC	92	NC	NC	2
Male	16	16	40423	100	100	98	514	514	553	NA	NA	5	38	38	12	63	63	83	NA	NA	1
African American	--	--	4290	--	--	99	--	--	560	--	--	4	--	--	9	--	--	86	--	--	1
Hispanic	NC	NC	31642	NC	NC	99	NC	NC	552	NC	NC	5	NC	NC	11	NC	NC	84	NC	NC	0
Asian/Pacific Islander	NC	NC	1948	NC	NC	99	NC	NC	589	NC	NC	1	NC	NC	3	NC	NC	91	NC	NC	4
American Indian/Alaskan Native	NC	NC	4760	NC	NC	97	NC	NC	547	NC	NC	5	NC	NC	14	NC	NC	81	NC	NC	0
White	17	17	36929	94	94	99	530	530	579	NA	NA	2	29	29	5	71	71	91	NA	NA	2
Students with Disabilities	NC	NC	9069	NC	NC	92	NC	NC	508	NC	NC	11	NC	NC	30	NC	NC	58	NC	NC	1
Students without Disabilities	15	15	70588	100	100	100	547	547	573	NA	NA	2	20	20	5	80	80	91	NA	NA	1
Limited English Proficient Students	--	--	9521	--	--	96	--	--	507	--	--	13	--	--	24	--	--	63	--	--	0
Migrant Students	--	--	694	--	--	98	--	--	546	--	--	5	--	--	12	--	--	82	--	--	1
Economically Disadvantaged	NC	NC	35341	NC	NC	97	NC	NC	551	NC	NC	5	NC	NC	12	NC	NC	83	NC	NC	0
Non-Economically Disadvantaged	20	20	44316	100	100	100	532	532	578	NA	NA	2	30	30	5	70	70	90	NA	NA	2

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District



## 8th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	10	10	78400	100	100	97	NA	NA	554	NA	NA	21	NA	NA	19	NA	NA	47	NA	NA	12
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	NC	NC	38686	NC	NC	98	NC	NC	554	NC	NC	20	NC	NC	20	NC	NC	49	NC	NC	12
Male	NC	NC	39636	NC	NC	96	NC	NC	554	NC	NC	23	NC	NC	18	NC	NC	46	NC	NC	13
African American	--	--	4193	--	--	97	--	--	533	--	--	32	--	--	23	--	--	40	--	--	5
Hispanic	NC	NC	30732	NC	NC	97	NC	NC	534	NC	NC	31	NC	NC	24	NC	NC	40	NC	NC	5
Asian/Pacific Islander	NC	NC	1827	NC	NC	99	NC	NC	594	NC	NC	8	NC	NC	12	NC	NC	49	NC	NC	31
American Indian/Alaskan Native	--	--	4536	--	--	95	--	--	528	--	--	35	--	--	25	--	--	37	--	--	4
White	NC	NC	37038	NC	NC	97	NC	NC	575	NC	NC	11	NC	NC	14	NC	NC	56	NC	NC	19
Students with Disabilities	NC	NC	7840	NC	NC	81	NC	NC	498	NC	NC	60	NC	NC	18	NC	NC	20	NC	NC	2
Students without Disabilities	NC	NC	70560	NC	NC	99	NC	NC	560	NC	NC	17	NC	NC	19	NC	NC	50	NC	NC	14
Limited English Proficient Students	--	--	8956	--	--	95	--	--	502	--	--	56	--	--	25	--	--	18	--	--	1
Migrant Students	--	--	676	--	--	95	--	--	523	--	--	38	--	--	25	--	--	36	--	--	1
Economically Disadvantaged	--	--	33014	--	--	95	--	--	534	--	--	31	--	--	24	--	--	40	--	--	5
Non-Economically Disadvantaged	10	10	45386	100	100	99	NA	NA	569	NA	NA	15	NA	NA	15	NA	NA	52	NA	NA	18

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	10	10	79179	100	100	98	NA	NA	519	NA	NA	11	NA	NA	27	NA	NA	58	NA	NA	5
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	NC	NC	38974	NC	NC	99	NC	NC	524	NC	NC	8	NC	NC	25	NC	NC	61	NC	NC	5
Male	NC	NC	40124	NC	NC	97	NC	NC	513	NC	NC	13	NC	NC	28	NC	NC	54	NC	NC	4
African American	--	--	4243	--	--	98	--	--	506	--	--	14	--	--	32	--	--	51	--	--	3
Hispanic	NC	NC	30987	NC	NC	98	NC	NC	498	NC	NC	17	NC	NC	36	NC	NC	45	NC	NC	1
Asian/Pacific Islander	NC	NC	1832	NC	NC	99	NC	NC	543	NC	NC	4	NC	NC	17	NC	NC	69	NC	NC	10
American Indian/Alaskan Native	--	--	4573	--	--	96	--	--	494	--	--	16	--	--	41	--	--	42	--	--	1
White	NC	NC	37467	NC	NC	98	NC	NC	539	NC	NC	5	NC	NC	17	NC	NC	70	NC	NC	8
Students with Disabilities	NC	NC	8567	NC	NC	88	NC	NC	467	NC	NC	39	NC	NC	38	NC	NC	22	NC	NC	1
Students without Disabilities	NC	NC	70612	NC	NC	99	NC	NC	524	NC	NC	7	NC	NC	25	NC	NC	62	NC	NC	5
Limited English Proficient Students	--	--	9013	--	--	95	--	--	461	--	--	40	--	--	48	--	--	12	--	--	0
Migrant Students	--	--	680	--	--	96	--	--	487	--	--	20	--	--	43	--	--	36	--	--	1
Economically Disadvantaged	--	--	33345	--	--	96	--	--	499	--	--	17	--	--	36	--	--	46	--	--	1
Non-Economically Disadvantaged	10	10	45834	100	100	99	NA	NA	533	NA	NA	7	NA	NA	19	NA	NA	67	NA	NA	7

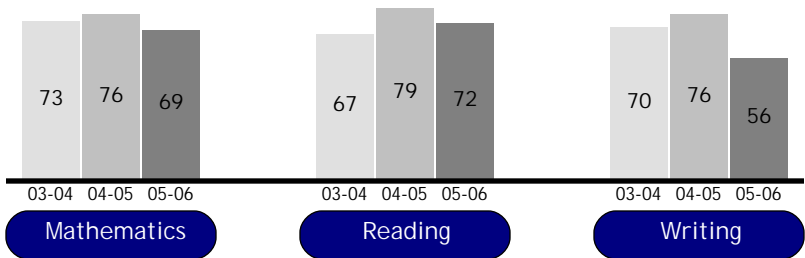
Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	10	10	79734	100	100	99	NA	NA	554	NA	NA	3	NA	NA	19	NA	NA	78	NA	NA	0
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	NC	NC	39243	NC	NC	99	NC	NC	568	NC	NC	2	NC	NC	12	NC	NC	85	NC	NC	1
Male	NC	NC	40413	NC	NC	98	NC	NC	541	NC	NC	4	NC	NC	26	NC	NC	70	NC	NC	0
African American	--	--	4285	--	--	99	--	--	548	--	--	3	--	--	22	--	--	74	--	--	0
Hispanic	NC	NC	31254	NC	NC	99	NC	NC	539	NC	NC	5	NC	NC	25	NC	NC	70	NC	NC	0
Asian/Pacific Islander	NC	NC	1837	NC	NC	99	NC	NC	579	NC	NC	1	NC	NC	9	NC	NC	87	NC	NC	2
American Indian/Alaskan Native	--	--	4613	--	--	97	--	--	535	--	--	4	--	--	29	--	--	67	--	--	0
White	NC	NC	37668	NC	NC	99	NC	NC	569	NC	NC	1	NC	NC	13	NC	NC	85	NC	NC	1
Students with Disabilities	NC	NC	8943	NC	NC	92	NC	NC	495	NC	NC	11	NC	NC	51	NC	NC	38	NC	NC	1
Students without Disabilities	NC	NC	70791	NC	NC	100	NC	NC	561	NC	NC	2	NC	NC	15	NC	NC	83	NC	NC	0
Limited English Proficient Students	--	--	9138	--	--	97	--	--	492	--	--	13	--	--	46	--	--	40	--	--	NA
Migrant Students	--	--	687	--	--	97	--	--	528	--	--	6	--	--	28	--	--	65	--	--	NA
Economically Disadvantaged	--	--	33718	--	--	97	--	--	538	--	--	5	--	--	26	--	--	69	--	--	0
Non-Economically Disadvantaged	10	10	46016	100	100	100	NA	NA	567	NA	NA	2	NA	NA	14	NA	NA	84	NA	NA	1

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

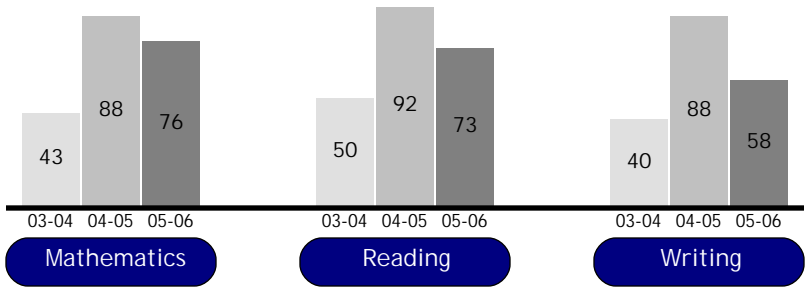


Recent Trends in Student Proficiency on the State Standards (AIMS Test)

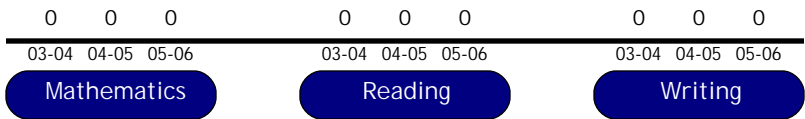
3rd Grade Proficiency



5th Grade Proficiency



8th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	Yes

#### Glossary:

##### Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

##### Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

##### Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

##### Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

##### Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

## Achievement Test Results

## Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	97	67	NA	58	91	48	48	47	100	56	56	46
	Language	100	68	68	50	91	53	53	47	100	54	54	48
	Mathematics	100	82	82	64	93	66	66	50	100	63	63	52
3	Reading	97	56	NA	55	100	54	54	44	100	46	46	46
	Language	100	67	67	61	100	52	52	44	100	50	50	46
	Mathematics	100	80	80	61	100	53	53	51	100	46	46	52
4	Reading	96	61	NA	56	97	47	47	48	97	75	75	52
	Language	100	62	62	52	97	51	51	49	97	72	72	52
	Mathematics	100	74	74	61	97	56	56	53	97	68	68	58
5	Reading	90	46	NA	55	100	65	65	50	100	63	63	56
	Language	93	36	36	49	100	61	61	50	100	63	63	54
	Mathematics	87	54	54	63	100	65	65	49	100	56	56	52
6	Reading	84	47	NA	56	100	49	49	51	96	56	56	56
	Language	100	42	42	48	100	57	57	47	96	50	50	50
	Mathematics	95	62	62	66	100	56	56	52	96	61	61	58
7	Reading	--	--	--	54	100	49	49	50	100	37	37	54
	Language	--	--	--	58	100	50	50	52	100	52	52	58
	Mathematics	--	--	--	62	100	51	51	50	100	41	41	54
8	Reading	--	--	--	55	--	--	--	51	NC	NC	NC	58
	Language	--	--	--	52	--	--	--	50	NC	NC	NC	56
	Mathematics	--	--	--	61	--	--	--	53	NC	NC	NC	58

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at [www.ade.az.gov/standards/](http://www.ade.az.gov/standards/)

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

## School Site Council

## Council Composition

3 School Administrator(s)  
 6 Non-certified Employee(s)  
 19 Teacher(s)  
 0 Parent(s)  
 5 Community Member(s)  
 0 Student(s)

## Council Duties

Ü School Administrators - M & O  
 Ü Teachers-Behavior Discipl. Intervention  
 Ü Community - Advisors/PTA/Extracurricular  
 Ü Teachers- Curriculum Development  
 Ü Teachers- Promotion/Retention Issues

## Staffing Information for School Year 2005-06

## Position

## Number

## Position

## Number

Administrator

3.00

Teacher

19.00

Other Professional Staff

3.00

Teacher Aide

3.00

## Years of Teaching Experience for School Year 2005-06

## Experience

## Bachelor's

## Master's

## Doctorate

## Other

3 or fewer years

8

2

0

0

4 to 6 years

6

0

0

0

7 to 9 years

1

1

0

0

10 or more years

4

4

0

0

## Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.

9

Teachers with Emergency Certification.

1

Percent of teachers in the school with Emergency/Provisional Certification

5%

Percent of core classes not taught by Highly Qualified Teachers

11%

## Resources Available at School Site

## Special Facilities

Ü Computer Lab - Interactive Phonics/Math

Ü Video Production-Video Yearbook

Ü Computer Lab - Internet Access/Projects

Ü Library

## Extracurricular Activities

Ü Educational Field Trips

Ü Karate Classes

Ü Sports programs in development

Ü Moviemaking classes

Ü Drama classes

Ü Music program in development

## Social Services

Ü PTA - Parent-Teacher Association

Ü Parent Volunteers

Ü Police Resource Officers (Volunteers)

Ü After school program with Kidco

## Indicators of Success Based on Historical Data from 2005-06

## School Achievements/Accomplishments 2005-06

- ü Each year TAG students have scored much higher than the average scores in all state-wide standardized assessments such as AIMS and Stanford 9 tests.

## Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate <sup>4</sup>	94	95	94	95
Promotion Rate <sup>5</sup>	92	89	88	73
Graduation Rate <sup>6</sup>	NA	NA	NA	81

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

## School Safety

## School-level Efforts to Ensure a Safe and Healthy Learning Environment

We adopted teachings of Jane Nelsen-Positive Discipline in the Classroom and 'Love and Logic'. Students try to work out their differences/problems first. When problems persist, parents are notified. A Teacher-Parent-Student-Staff meeting may be organized for preventive-intervention.

Total number of incidents that occurred on the school grounds for school year 2005-06 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

0

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

## Contacts

	Name	Phone Number
School Site Council	Ron Hom	(520) 296-0006
Transportation Policy	Robert Abshire	(520) 296-0006
Community Resources		(520) -
School Nutrition Programs	Margarita Carey	(520) 296-0006
Parent Organization	Jessica Walden	(520) 296-0006
Student Health/Nurse	Hope Tipton	(520) 296-0006

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at [www.ade.az.gov/srcs](http://www.ade.az.gov/srcs) on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

Arizona's Achievement Profiles capture the performance level of every school.

#### DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

#### TITLE I TERMS

##### Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

##### Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

##### Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

##### Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

##### Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.



1 For an explanation of the Achievement Profiles, please visit our website at [www.ade.az.gov/azlearns](http://www.ade.az.gov/azlearns).

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

6 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at [www.ade.az.gov/researchpolicy/grad](http://www.ade.az.gov/researchpolicy/grad).

Printed in Phoenix, Arizona, by the Arizona Department of Education. December 2006

Total cost of printing: 16 Pages X .0243 Per page X 361 Copies = \$140.00

\*\* If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

\*\* Due to booklet size printing, print copies are produced in multiples of 4.